

# School Improvement Plan

## 2015-2016

Dunedin Highland Middle

Michael A. Grego, Ed.D.  
Superintendent



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# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Dunedin Highland Middle	Principal's First Name Christopher	Principal's Last Name Bates
School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name	

## SCHOOL VISION - What is your school's vision statement?

Dunedin Highland Middle School: All students will learn, achieve, and succeed with full options upon entering high school (Cain Laida).

## SCHOOL MISSION - What is your school's mission statement?

At Dunedin Highland Middle School all students will learn, achieve, and succeed through excellence in educational practices(AVID) while building character and confidence.(Highlander Way)

## SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Dunedin Highland Middle School is one school that serves three diverse populations by offering three different programs: Highlander U which is a community of students and staff and parents who work together to help their students reach their highest potential. This traditional program is for students that foster academic goal setting with positive reinforcement. The Center for Gifted Studies that is designed to meet the unique academic and social/emotional needs of adolescent gifted students. A challenging and rigorous interdisciplinary curriculum is delivered through instructional strategies that promote creative, critical and complex thinking. The Scots (Students Centered On Traditional Studies) program is to provide advanced academic opportunities for students who are self-motivated academically successful and exhibit stellar citizenship skills. Each program is designed to build positive rapport with students and teachers during classes, activities and clubs. Our Positive Behavior Support System which includes The Highlander Way where all students and staff participate through the use of KILTS and KILT activities to build relationships. Teachers have the opportunity to know each student in the program because they frequently interact with them through program events.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Dunedin Highland Learning Community utilizes many different ways to create an environment where students feel safe and respected before, during and after school. We established a school-wide anti-bullying program, a school-wide discipline plan, and a school-wide positive behavior plan. We offer students an opportunity to participate in various clubs that promote self respect and respect for others. We have teachers and staff on duty throughout the day as well as a Campus monitor and a Pinellas County Sheriff plus various volunteers and mentors. All bullying reports are processed and responded to in a timely fashion.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Our school wide positive behavior systems is known as the "Highlander Way" which means all students will Be Respectful, Be Responsible, Management Conflict Peacefully and Be an Active Learner. Each teacher is required to create and post classroom rules and expectations. Each program has clear behavior expectations. Our school wide discipline committee reviews disciplinary incidents and meets monthly to discuss the needs of the school. These committee members report this data to the whole staff. School personnel is trained to ensure the system is fairly and consistently enforced.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Dunedin Highland Middle School ensures the social-emotional needs of all students are being met daily by teacher observation, guidance referrals are given to grade level guidance counselors so they meet with students either individually or in small groups as needed. The school social worker also meets with students as needed. The Gulf Coast Juvenile Welfare Board also provides support to DHMS students by offering a full time Violence Prevention staff member to assist with our 6th grade students. We partner with the United Way, Pastor Ramsey, The Martin Luther King Center to assist students with mentoring, tutoring and counseling services.

**PART I** **CURRENT SCHOOL STATUS**

**Section B** **School Advisory Council (SAC)**

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Chris	Bates	Principal
Chris	Morris	Sac CHAIR
Alex	Acosta	
Shedrick	Lawrence	
Anna	Ortiz	

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

The 2013-2014 School Improvement Plan was evaluated by staff and goals and data were discussed and reviewed. We remained a "C" school. We had 63 students achieve perfect scores in end of year assessments. Over 600 students received academic awards at our school. Our students received first place in the National History Day Competition. Our DHMS Science Olympiad students earned second place in our regional tournament. The student of DHMS Mighty Mu Competitors placed first and earned a grant. Our students have shown improvement in many areas. Assessment data continues to show a need for improvement in proficiency in all academic areas with all subgroups.

Dunedin Highland Middle School (DHMS) students Scoring 3.5 or above in Writing 2013-2014 158 students 49% as compared to 2012-2013 209 students 52%

54% of DHMS students scored Level 3 or higher on the Reading FCAT 2.0 in 2013-2014 which remained the same percentage as in 2012-2013.

48% of DHMS students scored Level 3 or higher on the Math FCAT 2.0 which was a decrease when compared to 51% students scoring proficient in 2012-2013.

48% of DHMS student scored Level 3 or higher on the Science FCAT 2.0 which remained the same percentage as in 2012-2013.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

**STATUTORY COMPLIANCE** -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?      Yes      No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

DHMS SAC Members will review the SIP draft during September SAC Meeting and provide feedback.

**PART I** **CURRENT SCHOOL STATUS**

**Section C** **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

**PRINCIPAL**

First Name Christopher	Last Name Bates	Email Address bateschr@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Educational Leadership	# of Years as an Administrator 14	# of Years at Current School 4
Certifications (if applicable) Educational Leadership All Levels Principal Certification Level 2			

**ASSISTANT PRINCIPAL #1**

First Name Robert	Last Name Mercer	Email Address mercerro@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Educational Leadership	# of Years as an Administrator 4	# of Years at Current School 2
Certifications (if applicable) Educational Leadership All Levels, Social Science Grade 6-12, Drivers Education			

**ASSISTANT PRINCIPAL #2**

First Name Jenieff	Last Name Watson	Email Address watsonje@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Educational Leadership	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable) Educational Leadership All Levels, Master of Reading, Principal Certification Level 2			

**ASSISTANT PRINCIPAL #3**

First Name Toni	Last Name Powers	Email Address powersto@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Educational Leadership	# of Years as an Administrator 7	# of Years at Current School 3
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #4**

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**PART I** **CURRENT SCHOOL STATUS**

**Section D** **Public and Collaborative Teaching**

**INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 82
- % receiving effective rating or higher: \_\_\_\_\_
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): \_\_\_\_\_
- % certified infield, pursuant to Section 1012.2315(2), F.S.: \_\_\_\_\_
- % ESOL endorsed: 23.2
- % reading endorsed: 22.0
- % with advanced degrees: 43.9
- % National Board Certified: 1.2
- % first-year teachers: 2.4
- % with 1-5 years of experience: 19.5
- % with 6-14 years of experience: 41.5
- % with 15 or more years of experience: 36.6

**PARAPROFESSIONALS**# of paraprofessionals: 1% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

We retain and recruit highly qualified teachers based on their academic certification that best meets our needs. We celebrate teachers for their use of highly effective best practices with our students. We provide on-going professional development to support our teachers.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All teachers meet weekly in their grade level content specific PLC to collaborate and plan their instruction. In addition, all teachers meet with their program specific administrator (Scots, Highlander U, Gifted). All teachers belong to a self-selected leadership committee (School Improvement Team, Literacy Leadership Team, Positive Behavior Support, Discipline Data Committee). Through the use of program specific PLCs and Teacher Leadership Committees teachers will develop positive working relationships that positively impact student achievement.

**TEACHER MENTORING PROGRAM/PLAN** - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Each teacher that is new to a grade level is assigned a mentor to observe the mentee's instruction, and provide feedback; the mentor plans lessons with the mentee that connect lessons to activities and content standards, discuss student progress and analyze student work. Teacher Mentor's model lessons or co-teach to assist teachers as they develop in their profession.

**PART I****CURRENT SCHOOL STATUS****Section E****Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)**

**PROBLEM-SOLVING PROCESSES** - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The SBLT is responsible for developing, implementing and monitoring all aspects of infrastructure, programming, and multi-tiered Interventions and the School Improvement Plan using problem-solving and collaboration. The team will review school data and Action Plan implementation to ensure fidelity in academic and behavioral services. The Rti process is supported by the collection of data, feedback (survey, interview), identifying evidence-based services and review of intervention implementation. The team will ensure that all information will be disseminated to the school community in six week intervals. The SBLT serves as the primary problem-solving mechanism, as well as coordinates all PS/Rti processes, the School Improvement Plan, and SIP Action Plan requirements. The SBLT also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, grade-level reports, and Portal reports provided by the Data Management team, administrators, and department chairpersons/instructional staff developers. The MTSS/SBLT also aligns functions of committees, identifies processes and resources for data management review student data, develops resource map of interventions and strategies available, and plans for modification to instruction and/or interventions for students based upon data results and the problem solving method. Tier 3 service providers who serve on the SBLT meet again every other Monday from 2:30-3:30 PM as the Child Study Team to assist in selecting, defining, assigning and monitoring Tier 2 and Tier 3 interventions with and for the MTSS/SBLT based on the needs identified through data analysis. Department chairpersons and instructional coaches who serve on the SBLT will meet with their departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Chris	Bates	Principal
Jenieff	Watson	6th Grade Assistant Principal
Toni	Powers	7th Grade Assistant Principal
Keith	Mercer	8th Grade Assistant Principal
Jennifer	Brooks	6th Grade Guidance Counselor
Michelle	Warwick	7th Grade Guidance Counselor
Kit	Ewing	8th Grade Guidance Counselor
Tracy	Carter	Social Worker
Erin	Clarke	VE Liason
Linda	Smith	Behavior Specialist
Briony	Tomalesky	School Psychologist

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The School-Based Leadership Team will be responsible for managing and coordinating the efforts between all school teams as well as revising the School Improvement Plan as needed.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Baseline, mid-year and end of the Year data sources include: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR) assessments, District and FCIM Math Assessments, Florida Comprehensive Assessment Test (FCAT) Reading, Mathematics, Science and Writing assessments, Performance Matter Tests (PMT), FCAT Midyear Simulation, Glencoe Online Writing assessments, Instructor-generated Content Area assessments, District Math, Science and Social Studies Common assessments, FCAT Frequency of Data Days: twice a month for data disaggregation and analysis. For behavior data sources included: Attendance, Referral and Early Warning reports from Portal and Decision Ed. Additionally, parent involvement survey data will be considered. Data results will be distributed to teachers at faculty meetings following data reviews. School-based Leadership Team will provide school community (staff, parents, students) with data monthly reviews. Teachers and staff mentors will engage in data chats with students related to behavior, reading, science and mathematics. Parents will be informed of school-wide data at SAC/PTA meetings and through our school newsletter at least once during a six weeks interval.

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

School-based Leadership Team members attended the SBLT/MTSS Booster training to solidify supports and services provided. The MTSS utilized the PS/Rtl Beliefs Survey and Perceptions of PS/Rtl Skills Survey to assess current levels of consensus and problem-solving skills within the school building. The MTSS team will evaluate implementation of interventions and student services. Data will be analyzed during scheduled meeting times. Initial training will be provided during Site-based Professional Development days, faculty meeting, and follow-up sessions will occur throughout the year during Departmental and Grade Level PLCs and Teaming PLCs meetings monthly. The first session occurred during pre-school "Rtl in the Classroom-Staff Referral for Services" and additional sessions will focus on infusing Interventions through Common Core instruction, classroom management and interventions, data-analysis and



disaggregation in the classroom and selecting research-based instructional strategies for struggling students. Staff and student focus groups, surveys, and exemplars of best practices to evaluate the effectiveness of professional development efforts. SBLT will continue to work together to improve student achievement, teacher efficacy and school community unity. Additionally, staff will be continually updates on the data, planning and programming that drives the infrastructure and way of work at Dunedin Highland Middle School.

**PART I** **CURRENT SCHOOL STATUS**

**Section F** **Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

uring Pre Preschool all teachers were invited to attend district professional development that aligned with the Florida standards. All content area teachers met with their district trainers to unpack the Florida standards. Teachers met in their grade level content specific professional learning communities with the principal, Chris Bates to review their core curriculum to ensure they are aligned to Florida Standards. During the 2015-2016 school year teachers will receive on-going professional development from the district trainers and coaches.

**DIFFERENTIATED INSTRUCTION** - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Each program (Highlander U, SCOTS and Gifted) administrator met with their appropriate teams to review incoming student data via the use of a data wall. Teachers will utilize the data to plan their instruction to meet the needs of their students. Teachers will monitor their students and determine what level of intervention they need. We provide tutoring at all levels before or after school.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

**INSTRUCTIONAL STRATEGY #1**

Strategy Type

Teachers will utilize data to differentiate and scaffold instruction to increase student performance.

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Students will receive appropriate instruction that will increase student performance.

Provide a description of the strategy below.

Differentiated instruction is providing students with various tools to assist them with understanding key concepts.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and analyzed by Administrative Team WalkThroughs, and teacher lesson plans and student outcomes.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administrators, Literacy Coach and LLT

**INSTRUCTIONAL STRATEGY #2**

Strategy Type

Teachers will engage students in close reading of complex text along with text-dependent questions and performance tasks aligned to Florida Standards embedded in all content areas.

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Teachers will engage students in reading complex texts and use of text-dependent questions to analyze text.

Provide a description of the strategy below.

Students read complex text to increase comprehension and scaffold learning by using text marking, coding, world maps, and graphic organizers.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and analyzed by Administrative Team Walk Through, and teacher lesson plans and student outcomes.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administrators, Literacy Coach and LLT

**INSTRUCTIONAL STRATEGY #3**

Strategy Type

Teachers will use WICOR model (Writing, Inquiry, Collaboration, Organization and Reading to learn) with students to increase student achievement.

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

WICOR is research-based AVID model that allows students to comprehend materials and concepts.

Provide a description of the strategy below.

WICOR model (Writing, Inquiry, Collaboration, Organization and Reading to Learn

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and analyzed by Administrative Team Walk Throughs and teacher lesson plans and student outcomes.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administrators, Literacy Coach and LLT

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

School-wide Word Stem Competition

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Increase student knowledge of Tier 2 and Tier 3 Vocabulary Words

Provide a description of the strategy below.

Students will learn the Greek, Latin prefixes and suffixes.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and analyzed by Administrative Team Walk Throughs, and teacher lesson plans and student outcomes. Annual Word Stem Competition and Celebration.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administrators, Literacy Coach and LLT

**STUDENT TRANSITION AND READINESS** - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming 6th grade students and their parents are invited to attend Camp Highlander. The purpose of Camp Highlander is to provide students an opportunity to explore their new school in a fun, structured way. Students rotate into a 4 period cycle where they learn our school wide Positive Behavior Support system, The Highlander Way. They learn how to read their schedule, open locks, have a tour of the campus etc. All Grade Level Students and their parents are invited to their annual Back to School Night. In March, we had a 6th grade Orientation to showcase our school, teachers and clubs. In the event students enter our school after these events students are invited to have private tours of the school and meet the faculty. All 8th grade students work with the DHSM guidance counselor to meet their high school guidance counselor to assist students with a seamless transition into high school.

**COLLEGE AND CAREER READINESS**

Describe the strategies the school uses to support college and career awareness

Our school mission "All students will learn, achieve and succeed through excellence in educational practices (AVID) while building character and confidence. (The Highlander Way) is communicated throughout the school and into the community. Each teacher has a customized name plate that shows where they attended college as well as if the teacher was a first, second, third generation college graduate. Every classroom has AVID Strategy Posters for student reference. College Flags will be purchased as table tents to address students as they are called to get their lunch and dismissed after lunch. Several field trips are conducted throughout the year for our students to visit various colleges. We have continued to increase our AVID program in 6th, 7th & 8th grade. AVID Parent Nights are held in conjunction with Dunedin High School to welcome families and students as they become part AVID.

Describe how the school integrates vocational and technical education programs.

Micro-soft Certification is available for our students in the ICT classes.  
246 students were enrolled in out technology programs during the 2013-2014 school year.  
23 students in Information & Communications Technology (ICT) Essentials 3

43 students were enrolled in ICT Essentials 2  
 47 students were enrolled in ICT Essentials 1  
 19 students were enrolled in ICT Essential 1 (90091100)  
 23 students were enrolled in Intro to Info Tech  
 100 students were enrolled in Business Leadership Skills  
 156 of these students made Learning Gains in Reading; 167 of these students made learning gains in Mathematics

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Support for text complexity

- Support for instructional skills to improve reading comprehension
  - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - o Providing scaffolding that does not preempt or replace text reading by students
  - o Developing and asking text dependent questions from a range of question types
  - o Emphasizing students supporting their answers based upon evidence from the text
  - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Language Arts, Reading, Social Studies, Science, and Technical Subjects

The use of Word Stems that are Content Specific to increase vocabulary  
 Content Specific Classroom Libraries with various genres

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

<b>8-Step Problem-Solving Process</b>
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**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)****Area 1: English Language Arts (Reading)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35		

**FLORIDA ALTERNATE ASSESSMENT (FAA)****Area 1: English Language Arts (Reading)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS****Area 1: English Language Arts (Reading)**

## Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61		

## Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53		

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)****Area 1: English Language Arts (Reading)**

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42		

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23		

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		

**ANNUAL MEASURABLE OBJECTIVES (AMOs)****Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	74		
Black/African American	26		
Hispanic	41		
Asian	73		
American Indian	50		
English Language Learners (ELLs)	9		
Students with Disabilities (SWDs)	12		
Economically Disadvantaged	39		

**POSTSECONDARY READINESS**

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL**

**Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

Dunedin Highland Middle School will increase the instructional rigor in the classroom in order to increase the reading skills of the students as measured by the AIR assessment. Students reading below grade level will be progress monitored throughout the year on one or more of the following assessments: FAIR, SRI Inventory, Lexile, Achieve 3000 Level Set. The number of students at Dunedin Highland Middle School meeting proficiency in reading will exceed the state proficient rate by 5%.  
 Dunedin Highland Middle School will increase the African American Student Proficiency on formal state assessments from (26%) 58 students to 51% or above.

Provide possible data sources to measure your reading goal.

FAIR, A.I.R. (Florida State Assessment), teacher developed pre and post tests, Lexile scores via SRI, Reading Counts, CELLA, Scholastic Read 180 progress assessments.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Establish Word Stem Study Routine in every content area	Provide resource books for teachers, (The Word Within The Word) Meet to determine most relevant steps per content area
Action 2	Plan to Implement Action 2
Establish classroom libraries in every classroom	Referendum Money and SIP funds to establish relevant libraries with varied genres.
Action 3	Plan to Implement Action 3

<p>Dunedin Highland Middle School Teachers and Staff will mentor students to increase academic success in reading.</p>	<p>Our Level 2 (Talented Twos). There are 100 students qualify for this distinction.                  (35) 6th Graders      (37) 7th Graders      (28) 8th Graders                  These students will receive one-on-one mentoring, academic counseling, data progress monitoring and additional extrinsic motivators to increase academic success.                  Teachers &amp; Staff will mentor a student and provide the following services:                  Each student will have a folder that includes a log, data chat sheet, contact hours and any other pertinent information that we agree upon at our meetings. The suggested routine for the staff would be as follows:                  Meet once per week with student.                  Maintain a folder including a contact log, data chat sheet and other information.                  Communicate with the student's parent 2 times each week. 6 week period.                  Incentives for the student would be a "Praise Party" every six weeks. Students would celebrate their academic success. Parents would be invited to attend to join in the celebration.                  Progress monitor student success on standardized assessments.                  7 of these students are ESE and will be mentored by their Case Manager or ESE associate. 4 students are ELL and will be mentored by the ESOL associate.</p>
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
<p>Professional Development for teachers to implement literacy strategies in all content areas.</p>	<p>Working corroboratively with AVID Team, Program Teams, LLC to provide ongoing relevant professional development.</p>

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section B</b>	<b>Area 2: English Language Arts (Writing)</b>
<b>FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)</b>	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49		

<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>	<b>Area 2: English Language Arts (Writing)</b>
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Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

<b>WRITING GOAL</b>	<b>Area 2: English Language Arts (Writing)</b>
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What is your school's writing goal? Provide a description of the goal below.

Dunedin Highland Middle School will increase the instructional rigor in the classroom in order to increase the writing skills of the students as measured by the formal state assessment from 49% to 69%

Dunedin Highland Middle School will increase the African American Student Proficiency on the formal state assessments from 26% 58

students to 51% or above.

Provide possible data sources to measure your writing goal.

2013-2014 Write Score results for expository prompt and persuasive prompt  
 2013-2014 FCAT Writing Assessments 8th grade  
 FSA Writing  
 Classroom Formative Assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will create sample lessons for persuasive argumentative writing for their students.	Language Art Teachers will collaborate between programs to develop a writing lesson study unit. Model teachers will be assisting other teachers in planning writing lesson plans.
Action 2	Plan to Implement Action 2
Teachers will create lessons for informative explanatory writing for their students.	Teachers will receive professional development in teaching persuasive argumentative writing and informative explanatory writing which include: Collection of details kinds of paragraphs transitions
Action 3	Plan to Implement Action 3
Teachers will create Benchmark Lessons for conventions of language : Capitalization, spelling, punctuation, types of sentences	Paralledl structure Types of phrases Rules
Action 4	Plan to Implement Action 4
Dunedin Highland Middle School Teachers and Staff will mentor students to increase academic success in reading.	Our Level 2 (Talented Twos). There are 100 students qualify for this distinction. (35) 6th Graders      (37) 7th Graders      (28) 8th Graders These students will receive one-on –one mentoring, academic counseling, data progress monitoring and additional extrinsic motivators to increase academic success. Teachers & Staff will mentor a student and provide the following services: Each student will have a folder that includes a log, data chat sheet, contact hours and any other pertinent information that we agree upon at our meetings. The suggested routine for the staff would be as follows: Meet once per week with student. Maintain a folder including a contact log, data chat sheet and other information. Communicate with the student’s parent 2 times each week. 6 week period. Incentives for the student would be a “Praise Party” every six weeks. Students would celebrate their academic success. Parents would be invited to attend to join in the celebration. Progress monitor student success on standardized assessments. 7 of these students are ESE and will be mentored by their Case Manager or ESE associate. 4 students are ELL and will be mentored by the ESOL associate.



**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS****Area 3: Mathematics**

## Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		

**ANNUAL MEASURABLE OBJECTIVES (AMOs)****Area 3: Mathematics**

## Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

<b>Area 3: Mathematics</b>	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	64		
Black/African American	12		
Hispanic	36		
Asian	75		
American Indian	50		
English Language Learners (ELLs)	12		
Students with Disabilities (SWDs)	12		
Economically Disadvantaged	29		

**POSTSECONDARY READINESS**

## Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		

**GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
98		

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.  
 Dunedin Highland Middle School will increase the instructional rigor in the classroom in order to increase the number of students meeting mathematics proficiency .  
 Dunedin Highland Middle School's Mathematics Goal Grades 6 - 8.  
 During the 2013-2014 school year 48% of DHMS students scored a Level 3+ proficiency on the Math FCAT 2.0 as compared to the previous school year 2012-2013 51% of DHMS students scored a Level 3+ proficiency on the Math FCAT 2.0.

Provide possible data sources to measure your mathematics goal.

Comparative data will be analyzed between the state's scores and that of Dunedin Highland Middle School. Sources will include EOC's as well as Florida Standard's Assessment (FSA).

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Mathematics teachers implement instruction to support student success with MAFS.	Use of common pace and scope amongst teachers. Teachers will use scales and student monitoring to differentiate instruction.
Action 2	Plan to Implement Action 2
Teachers engage in instructional activities that incorporate higher order thinking questions, with a focus on WICOR strategies while being aligned to Mathematics Florida Standards (MAFS).	Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. Students are provided with authentic problem based questions where they're left to mitigate open responses where they can make projections or informed arguments.
Action 3	Plan to Implement Action 3
Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers will meet monthly in PLCs to discuss data collected by common assessments and scales.

Action 4	Plan to Implement Action 4

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
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<b>Section D</b>	<b>Area 4: Science</b>
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<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>
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Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

<b>BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)</b>
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Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

<b>SCIENCE GOAL</b>	<b>Area 4: Science</b>
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What is your school's science goal? Provide a description of the goal below.

Dunedin Highland Middle School's Science Goal Grades 6-8. The number of students meeting Science proficiency will exceed the state proficiency rates by a minimum of 10%.

In 2013-2014 48% of DHMS students scored a Level 3 or higher on the Science FCAT 2.0

In 2012-2013 48% of DHMS students scored a Level 3 or higher on the Science FCAT 2.0

Provide possible data sources to measure your science goal.

Performance Matters Quarterly testing data, yearly FCAT data, FAIR Data, PBS, KILT data, positive incentive programs, behavioral data (tardies, ISS, OSS, detentions)

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Project based learning activities implemented in classroom and out of classroom settings.	Science Fair Students will participate in a school wide science fair project. Winners will then go and compete. Future Cities project (gifted students will participate in the Future Cities Unit.) Capstone Events Student's school wide will participate in certain capstone events emphasizing key unit focused in the District Pacing Guide.
Action 2	Plan to Implement Action 2

Professional Development	AVID Initiative. The science department will focus on the use of AVID learning strategies and will provide professional development through PLCs throughout the year. The Leadership Learning Cadre will provide training in teaching methods across curriculum guidelines focusing on fusing common information through the core subjects of school.
Action 3	Plan to Implement Action 3
Nature of Science infusion in the curriculum.	The district identified a huge deficit county wide in the NOS standards. The science department will work on strategies that help implement NOS concepts in everyday teaching.
Action 4	Plan to Implement Action 4

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section E</b>	<b>Area 5: Science, Technology, and Mathematics (STEM)</b>

Number of STEM-related Experiences Provided for Students  
*(i.e., robotics competitions, field trips, science fairs)*

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Enrolling in One or More *Accelerated* STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL** **Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

Dunedin Highland Middle School is offering a STEM Academy. The goal of the STEM Academies is to increase STEM opportunities for Pinellas County students.  
 The STEM Academy will offer your child opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning, and interact with community business partners!  
 We are accepting sixth through eighth grade students. We look for students who work hard and have an interest in math and science  
 During this STEM Academy, you will conduct hands-on activities related to STEM concepts, explore careers in STEM fields, complete a STEM inquiry project and participate in an end-of-the-year STEM Expo on April 25, 2015.

Provide possible data sources to measure your STEM goal.

Science FCAT, PMT data

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 1- Collaborate with LLC and AVID Site Team to successfully incorporate best practices during science instruction.	Professional development modeling the strategies and their delivery. Science PLCs will share practices and record ideas for current and future reference. (Inventory Lab supplies, Learning Goal templates in lesson planning)
Action 2	Plan to Implement Action 2
Increased use of real-world, Quadrant D activities (Science Fair school wide)	Quadrant D Activities, Future Cities, Science Fair, William & Mary, STEM Lessons, Outreach to elementary feeder schools.
Action 3	Plan to Implement Action 3
Work with Stem Committee to institute STEM initiate that will be visited once a grading period in the classroom with FOCUS lessons dedicated to STEM activities grade specific.	: Vertical grade level PLC to determine timeline, schedule etc.
Action 4	Plan to Implement Action 4
Action 4- Incorporate the use of hands on labs within classes to support the use of the 5 E model of instruction.	Have students engage in GAP Assessment that will target trouble areas in the classroom to revisit and reteach.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section F** **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students  
Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE  
Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

**CTE GOAL**

**Area 6: Career and Technical Education (CTE)**

What is your school's CTE goal? Provide a description of the goal below.

Dunedin Highland Middle School students will score a 85% passing rate for students who take the CTE Industry Certification Exams.

Provide possible data sources to measure your CTE goal.

Industry Certification Exams  
Microsoft Office 2013  
Pre/Post Tests  
Use and analyze reading scores to determine vocabulary knowledge

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Students will be sceduled in theh ICT class where they will be trained in Microsoft Office, Word, Excel, Powerpoint, Bundle, Access, Outlook, Mircosoft Word 2013	Utilize student technology as appropriate with teacher permission.
Action 2	Plan to Implement Action 2
Students will be trained in ICT classes and at home.	Students are progress monitored by teacher to ensure understanding.
Action 3	Plan to Implement Action 3
Students will be assessed and tested and then promoted to the next level.	
Action 4	Plan to Implement Action 4

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<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
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<b>Section G</b>	<b>Area 7: Social Studies</b>
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<b>CIVICS END-OF-COURSE ASSESSMENT (EOC)</b>
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Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

<b>U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)</b>
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Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

<b>SOCIAL STUDIES GOAL</b>	<b>Area 7: Social Studies</b>
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What is your school's social studies goal? Provide a description of the goal below.

Dunedin Highland Middle School's Social Studies Goal Grades 6 - 8: The number of students meeting proficiency in CIVICS will exceed the state proficiency rates by a minimum of 5%.

Specific goals will be written once we receive cut scores from the DOE in January 2015.

Provide possible data sources to measure your social studies goal.

PMT data, semester exams, EOC data

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will align their own unit assessment with EOC question difficulty (Low=20-30%; Medium=45-65%; High + 15-25%)	Content area meetings focused on identifying best practices for incorporating DBQ based multiple choice question skills regularly into the classroom.
Action 2	Plan to Implement Action 2
Teachers will develop systems for data collection and having regular data chats with students.	Teachers receive professional development on the creation of student based data tracking tools.
Action 3	Plan to Implement Action 3

Teachers will provide students with exposure to a variety of primary source documents at varying complexities throughout the year.	Teachers receive professional development on the usage of implementation of primary source documents by attending district (Just in Time) trainings.
Action 4	Plan to Implement Action 4

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

<b>SUSPENSIONS</b>	<b>Area 8: Early Warning Systems</b>
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Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			



	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 11			
Grade 12			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10			
Grade 11			
Grade 12			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

**RETENTIONS**

**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**MULTIPLE EARLY WARNING INDICATORS**

**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

**DROPOUT PREVENTION**

**Area 8: Early Warning Systems**

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at  
34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section I** **Area 9: Black Student Achievement**

*Describe and identify goals, targets, and actions for Black student achievement.*

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section J** **Area 10: Family and Community Involvement**

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section K** **Area 11: Additional Targets**

*This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.*

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**PART III** **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	
Topic, Focus, and Content	
Facilitator or Leader	
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	
Strategies for Follow-Up and Monitoring	
Person Responsible for Monitoring	

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

**MEETING STUDENT NEEDS** - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

**PART VI** **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	

<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.</p>	
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# 8-Step Planning and Problem-Solving Process

